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**SUPPLEMENTAL EAC TEMPLATE FOR PILOT CRITERIA SELF STUDY REPORT**

**Principles of Diversity, Equity, and Inclusion**

2024-25 Review Cycle

**ENGINEERING ACCREDITATION COMMISSION**

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Table of Contents

[Introduction 3](#_Toc268163160)

[Requirements and Preparation 3](#_Toc268163161)

[Submission and Distribution of Self-Study Report 3](#_Toc268163163)

[Confidentiality 4](#_Toc268163164)

[Template 4](#_Toc268163165)

[DEFINITIONS 6](#_Toc268163166)

[GENERAL CRITERIA 6](#_Toc268163167)

[CRITERION 5. CURRICULUM 7](#_Toc268163172)

[CRITERION 6. FACULTY 8](#_Toc268163175)

[Submission Attesting to Compliance 9](#_Toc268163190)

# Introduction

In the 2022-23 accreditation cycle the Engineering Accreditation Commission (EAC) approved changes to Criterion 5 and Criterion 6. Subsequently, the Engineering Area Delegation (EAD) approved the proposed changes for a two-year optional pilot study. These changes are in recognition of the importance of diversity, equity and inclusion in engineering practice and the preparation of students to succeed in and contribute to a diverse global workforce.

The first year of pilot study was in 2023-24 cycle. To further our understanding of how to successfully incorporate these principles in the criteria, once again, the EAC is offering an optional opportunity to all institutions with programs undergoing general accreditation reviews in 2024-25 to pilot these changes.

Any program undergoing a general review is eligible whether that general review is for initial accreditation or for reaccreditation. Programs undergoing Interim Visits or submitting Interim Reports are not eligible. The decision to participate is an institutional choice. If the institution chooses to participate, then all programs at that institution undergoing a general review during the 2024-25 cycle must participate. Programs may withdraw from the pilot at any time.

As this is a voluntary pilot, any observations identified that are related to the proposed revised criteria will have no bearing on the final accreditation action. The other elements of Criterion 5 & Criterion 6 will be evaluated as usual.

The following template is designed to allow you to provide information specifically regarding the proposed changes to Criterion 5 and Criterion 6.

# Requirements and Preparation

The program name used on the cover of the Supplemental EAC Pilot Template **must** be identical to that used in the institutional publications, on the ABET Request for Evaluation (RFE), and on the transcripts of graduates. This will ensure that the program is correctly identified in ABET records and that graduates can be correctly identified as graduating from an accredited program.

# Submission and Distribution of the Supplemental EAC Pilot CRITERIA Self-Study Report

**NOTE: No email submission is permitted. No hard copy submission will be accepted. No submission on a data stick is permitted. The submission cannot be a combination of hard copy and electronic file.**

**The Supplemental EAC Pilot Report should be uploaded as a separate pdf file on your institution’s page in the ABET Accreditation Management System.** **The deadline for uploading this material is July 1, 2024, concurrent with the submission of each program Self-Study Report.**

* The Team Chair and Program Evaluators will be able to access the Supplemental EAC Pilot Report through the ABET Accreditation Management System. There will be no need to transmit these materials to the team.
* Please send an e-mail to accreditation@abet.org if there are any questions.

# Confidentiality

All information supplied is for the confidential use of ABET and its authorized agents. It will not be disclosed without authorization of the institution concerned, except for summary data not identifiable to a specific institution or documents in the public domain.

# Template

The template for the Supplemental EAC Pilot Criteria Report begins on the next page.

**EAC Pilot Criteria**

**Report**

**for the**

**<Program Name>**

**at**

**<University Name>**

**<Location>**

**<Date>**

**CONFIDENTIAL**

The information supplied in this Self-Study Report is for the confidential use of ABET and its authorized agents and will not be disclosed without authorization of the institution concerned, except for summary data not identifiable to a specific institution.

**Program Pilot Report**

**For
EAC of ABET**

# BACKGROUND INFORMATION

The information in this document is supplemental to that submitted in the Self-Study Report (SSR). The information will be used to review how the program complies with the diversity, equity and inclusion (DEI) language in Criterion 5 and Criterion 6 pilot criteria only. Note that the words diversity, equity and inclusion must be used in conformance with the definitions of those terms in the pilot criteria, as presented below.

**Inclusion** is the intentional, proactive, and continuing efforts and practices in which all members respect, support, and value others.

**Diversity** is the range of human differences, encompassing the characteristics that make one individual or group different from another. Diversity includes, but is not limited to, the following characteristics: race, ethnicity, culture, gender identity and expression, age, national origin, religious beliefs, work sector, physical ability, sexual orientation, socioeconomic status, education, marital status, language, physical appearance, and cognitive differences.

**Equity** is the fair treatment, access, opportunity, and advancement for all people, achieved by intentional focus on their disparate needs, conditions, and abilities.

# CRITERION 5. CURRICULUM

The curriculum requirements specify subject areas appropriate to engineering, but do not prescribe specific courses. The program curriculum must provide adequate content for each area, consistent with the student outcomes and program educational objectives, to ensure that students are prepared to enter the practice of engineering. **The curriculum must include:**

1. a minimum of 30 semester credit hours (or equivalent) of a combination of college-level mathematics and basic sciences with experimental experience appropriate to the program.
2. a minimum of 45 semester credit hours (or equivalent) of engineering topics appropriate to the program, consisting of engineering and computer sciences and engineering design, and utilizing modern engineering tools.
3. a broad education component that complements the technical content of the curriculum and is consistent with the program educational objectives.
4. **content that ensures awareness of diversity, equity, and inclusion for professional practice consistent with the institution’s mission.**
5. a culminating major design experience that 1) incorporates appropriate engineering standards and multiple constraints, and 2) is based on the knowledge and skills acquired in earlier course work.

## A. Awareness of Diversity for Professional Practice

Describe the curriculum components that ensure student awareness of **diversity** for professional practice. Identify specific curriculum content. Describe. how these components are consistent with the institution’s mission.

## B. Awareness of Equity for Professional Practice

Describe the curriculum components that ensure student awareness of **equity** for professional practice. Identify specific curriculum content. Describe how these components are consistent with the institution’s mission.

## C. Awareness of Inclusion for Professional Practice

Describe the curriculum components that ensure student awareness of **inclusion** for professional practice. Identify specific curriculum content. Describe how these components are consistent with the institution’s mission.

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# CRITERION 6. FACULTY

**The program must demonstrate that the faculty members are of sufficient number and they have the competencies to cover all of the curricular areas of the program. There must be sufficient faculty to accommodate adequate levels of student-faculty interaction, student advising and counseling, university service activities, professional development, and interactions with industrial and professional practitioners, as well as employers of students.**

**The program faculty must have appropriate qualifications and must have and demonstrate sufficient authority to ensure the proper guidance of the program and to develop and implement processes for the evaluation, assessment, and continuing improvement of the program. The program faculty must also demonstrate knowledge of applicable institutional policies on diversity, equity, and inclusion, and demonstrate awareness appropriate to providing an equitable and inclusive environment for its students that respects the institution’s mission**.

**The overall competence of the faculty may be judged by such factors as education, diversity of backgrounds, engineering experience, teaching effectiveness and experience, ability to communicate, enthusiasm for developing more effective programs, level of scholarship, participation in professional societies, and licensure as Professional Engineers.**

## A. Policies on DEI

List the institutional policies on diversity, equity, and inclusion.

## B. Faculty Knowledge of Diversity Policies

Describe how faculty demonstrate knowledge of institutional policies on **diversity.**

## C. Faculty Knowledge of Equity Policies

Describe how faculty demonstrate knowledge of applicable institutional policies on **equity.**

## D. Faculty Knowledge of Inclusion Policies

Describe how faculty demonstrate knowledge of applicable institutional policies on **inclusion.**

## E. Faculty Awareness Appropriate to Provide Equitable and Inclusive Environment

Describe how faculty demonstrate awareness appropriate to provide an equitable and inclusive environment for its students that respects the institution’s mission.

# SUBMISSION ATTESTING TO COMPLIANCE

Only the Dean or the Dean’s Delegate can electronically submit the Self-Study Report.

ABET considers the on-line submission as equivalent to that of an electronic signature of compliance attesting to the fact that the program has conducted an honest assessment of compliance and has provided a complete and accurate disclosure of timely information regarding compliance with ABET’s *Criteria for Accrediting Engineering Programs* to include the General Criteria and any applicable Program Criteria, and the ABET *Accreditation Policy and Procedure Manual.*